Nevada
DEPARTMENT
OF
EDUCATION

GRADE
5

Nevada

Instructional Materials

FOR THE

CRITERION REFERENCED TEST

Grade 5

MATHEMATICS

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Dear educators,

The following materials, developed in cooperation with the Nevada Department of Education and our educational laboratory, WestEd, are designed to be used as part of a guided instructional activity to support student performance on assessments. While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and to guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use this support document solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Types of Questions
The mathematics test includes two basic types of questions—multiple-choice items for all grades (3 through high school) and constructed-response items for grades 4 through 8. To help prepare students for constructed-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 through 8)
3. item-specific rubrics

With the use of these materials, students can become familiar with the different types of questions used on the state assessments. They can learn to use the checklist or rubric to determine if they have answered the constructed-response questions completely. Familiarity with the tools provided as part of the test and the vocabulary of the standards can result in less anxiety on the part of students. Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign constructed-response questions, students can use these tools as they develop their answers.

The types of questions on these documents allow for the assessment of different levels of cognitive demands, which are explained below. The questions are developed so that students can demonstrate mathematical thinking at multiple cognitive levels. Teaching students to identify, write, and use different levels of questioning skills as they assess various mathematical concepts can only lead to improved achievement on classroom, state, and national assessments. The use of this material will assist in the creation of a student who is a powerful mathematical thinker.

Cognitive Ability Levels
The assessment of mathematics as part of Nevada's Proficiency Examination Program includes the assessment of three cognitive ability levels. These ability levels are based on the National Assessment of Educational Progress (NAEP) Aspects of Mathematics. The following are the three levels used in the state of Nevada:

Conceptual Understanding (A-1) – Students will be asked to apply and know facts and definitions. They also will be asked to use and relate models, diagrams, manipulatives or representations of concepts and principles, as well as extend the nature of concepts and principles. The students also will interpret assumptions and relations involving concepts and principles in mathematical settings.

Procedural Knowledge and Skill (A-2) – Students will be asked to use mathematical algorithms to efficiently complete a task. They can perform non-computational tasks such as rounding and ordering. Students also can produce or interpret tables, graphs and constructions. They will use reasoning to connect algorithms and skills to complete a given task.

Problem Solving (A-3) – Students will be asked to use strategies, data, models, and relevant mathematics effectively. They can generate, extend, and modify procedures to fit new situations. Student will be able to judge and document the validity and appropriateness of solutions in novel mathematical and practical situations.

Mathematical Content Literacy

The Nevada Department of Education believes that students are not thoroughly being taught the content and vocabulary of the Nevada Mathematics Content and Process Standards. For example, mean, total, stem and leaf, and translate are terms used in the assessments at grade-appropriate levels and can have different meanings depending upon how the word is used.

Students in Nevada, therefore, must have repeated experiences with **hearing** (oral vocabulary), **reading**, and **writing** the vocabulary of the standards in order to be successful on the state assessment as well as in classroom and district tests. Make sure that your students know the language of the standards that are being tested. They should be able to recognize the vocabulary of the standards when you discuss them in class and read them in texts, and they should be able to effectively use the words in their writing. This will be especially useful when students are working on the constructed-response items of the exam.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the mathematics materials or how to embed this information into your curriculum, please contact Dave Brancamp at dbrancamp@doe.nv.gov or call (775) 687-9133, and he will work with you on making these documents beneficial to you and your students.

Cindy Sharp
K – 12 CRT/HSPE Consultant
Nevada Department of Education

Name: _____

Mathematics
Grade 5

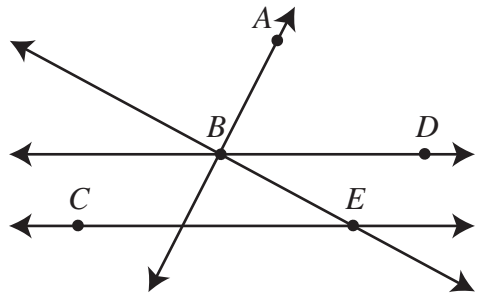
This booklet contains mathematics questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response questions require you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer these questions.

You may use the checklist below to help you do a good job when you are answering the written-response questions.

5th Grade Written-Response Checklist

Did I think about the question (and/or directions) that I read?	_____ Yes	_____ No
Did I use the words in **bold** print in the question to give me information?	_____ Yes	_____ No
Did I show all my work and include each step needed to complete the problem?	_____ Yes	_____ No
If I used a diagram, did I label each part of the diagram clearly?	_____ Yes	_____ No
Did I answer all parts of the question?	_____ Yes	_____ No

1 In the figure below, $\overleftrightarrow{AB}$ intersects $\overleftrightarrow{BD}$, $\overleftrightarrow{BE}$, and $\overleftrightarrow{CE}$.



Which two rays intersect to form $\angle ABD$?

A $\overrightarrow{EC}$ and $\overrightarrow{BE}$

B $\overrightarrow{BD}$ and $\overrightarrow{EC}$

C $\overrightarrow{EB}$ and $\overrightarrow{AB}$

D $\overrightarrow{BA}$ and $\overrightarrow{BD}$

2 Which stem-and-leaf plot represents the numbers 34, 37, 32, and 39 ?

A

3	2 4 7 9	**Key** 3 | 0 = 30

B

30	2 4 7 9	**Key** 3 | 0 = 30

C

3	92 47	**Key** 3 | 0 = 30

D

2479	3	**Key** 3 | 0 = 30

3 Mario had 20 packages of building blocks. Each package contained 12 blocks. He gave 2 packages of the blocks to his cousin. What is the total number of **blocks** Mario had left?

A 18 blocks
B 30 blocks
C 216 blocks
D 360 blocks

Go On

4 Kelly created a pattern using the rule "add 9 to get the next number." The first four numbers in her pattern are shown below.

19, 28, 37, 46, __ , __

What should be the **sixth** number in Kelly's pattern?

A 65
B 64
C 56
D 55

5 Dominic cut a piece of rope into 4 pieces. The lengths of the 4 pieces of rope are described below.

- The length of the first piece was 0.48 meter.
- The length of the second piece was 0.06 meter.
- The length of the third piece was 0.78 meter.
- The length of the fourth piece was between the lengths of the first piece and the third piece.

There was no rope left over after it was cut into 4 pieces. Which is the **best** ESTIMATE of the length of Dominic's rope before it was cut?

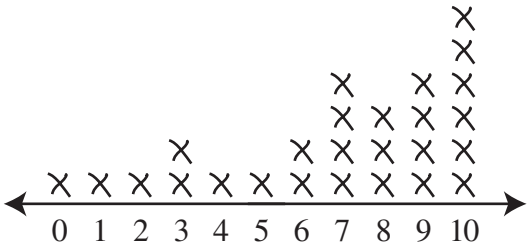
A less than 1.35 meters
B between 1.35 meters and 1.75 meters
C between 1.76 meters and 2.15 meters
D greater than 2.15 meters

6 What is the value of the digit 8 in the number 6,890,451 ?

A 8 hundred thousands
B 8 hundreds
C 8 millions
D 8 ten thousands

7 The line plot below shows the number of words spelled correctly by each student in Mr. Montalvo's class on a spelling quiz.

Number of Words Spelled Correctly by Each Student



Number of Words

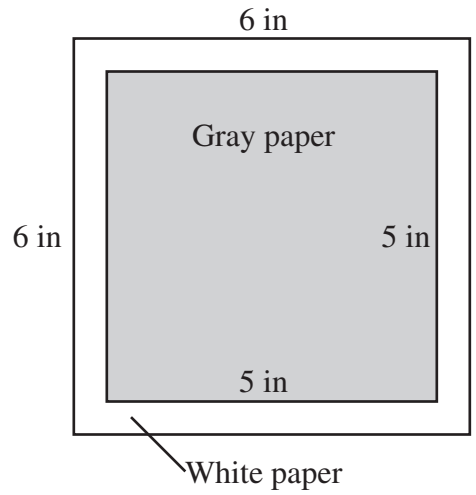
Key
X = 1 student

How many **more** students spelled exactly 10 words correctly than spelled exactly 3 words correctly?

A 2 students
B 4 students
C 6 students
D 7 students

Go On

8 Mattie is making a poster using the two different sizes of square paper shown below.



Which word **best** describes the relationship between the gray piece of paper and the white piece of paper?

A acute
B congruent
C obtuse
D similar

9 Francine is 5 inches taller than her brother Harold. If the letter *h* represents Harold's height, which expression could be used to determine Francine's height?

A $h + 5$
B $h - 5$
C $h \times 5$
D $h \div 5$

Go On

Write your answer to Question 10 on a separate sheet of paper. Be sure to answer Parts A and B.

10 Mr. Mack needs to order 72 balloons for his company's picnic. He plans to order 12 different colors of balloons. He wants the same number of each color balloon.

A How many balloons of each color should Mr. Mack order? Show or explain how you got your answer.

B Each balloon costs \$0.85 . What is the total cost of the balloons Mr. Mack needs to order? Show or explain how you got your answer.

11 Donna has 52 **inches** of ribbon. She needs about 1 **foot** more ribbon for an art project. Which is the **best** ESTIMATE of the shortest length of ribbon Donna needs for her art project?

A 3 feet

B 4 feet

C $5\frac{1}{2}$ feet

D $6\frac{1}{3}$ feet

Go On

12 The table below shows the distances different types of workers can expect to walk on the job in one year.

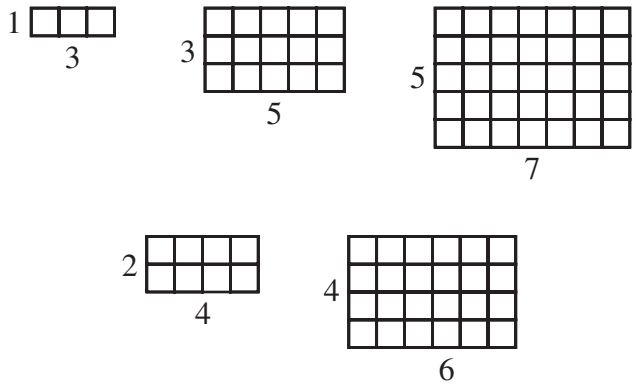
Workers' Yearly Walking Distances

Worker	Distance (in miles)
Doctor	840
Mail carrier	1,056
Nurse	942
Police officer	1,632
Real estate agent	622
Retail clerk	792
TV reporter	1,008

Based on the information in the table, what is the **median** distance the different types of workers can expect to walk in one year?

A 792 miles
B 840 miles
C 942 miles
D 1,008 miles

13 In the five rectangles shown below, there is a relationship between the lengths of the longer side and the shorter side of each rectangle.

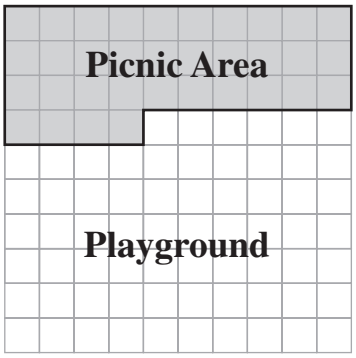


Which rule best describes the relationship?

A subtract 3 from the length of the longer side to find the length of the shorter side
B multiply the length of the shorter side by 2 to find the length of the longer side
C divide the length of the longer side by 3 to find the length of the shorter side
D add 2 to the length of the shorter side to find the length of the longer side

Go On

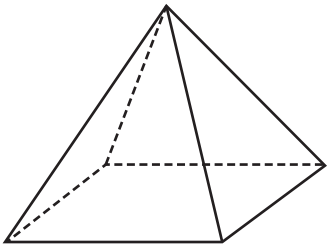
14 One square block of a city park is used as a picnic area and a playground, as shown in the diagram below.



Which equation can be used to find how much more of the square block is used for the playground than the picnic area?

A 0.33 + 0.33 = 0.66
B 0.34 + 0.66 = 1.00
C 0.66 – 0.34 = 0.32
D 1.00 – 0.66 = 0.34

15 Yasmine has a paperweight shaped like a square pyramid, as shown below.



How many vertices does the paperweight have?

A 3 vertices
B 5 vertices
C 6 vertices
D 8 vertices

16 Every day, Greg records the number of pages he reads. The table below shows the number of pages Greg read during each of 5 days last week.

Greg's Weekly Reading Record

Day of the Week	Number of Pages
Monday	34
Tuesday	26
Wednesday	36
Thursday	26
Friday	38

What is the mean (average) number of pages Greg read each day?

A 26 pages
B 32 pages
C 34 pages
D 36 pages

Go On

17 Celia painted $\frac{3}{8}$ of a kitchen wall on Friday. On Saturday, she painted $\frac{2}{8}$ more of the same wall. Which shaded area **best** represents the total amount of the kitchen wall Celia painted in the two days?

A

B

C

D

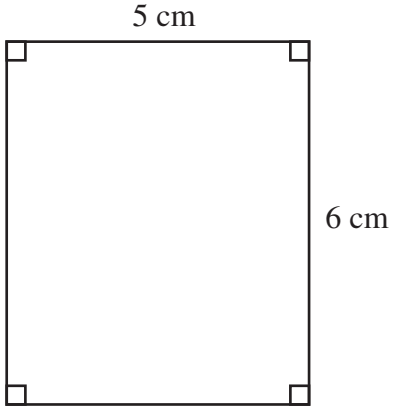
18 A number is missing in the pattern of numbers shown below.

3 15 ___ 375 1,875 9,375

What is the missing number?

A 45
B 75
C 150
D 360

19 The figure below shows the length and width of a note on Kendall's desk.



Which expression can be used to find the area, in square centimeters, of the note?

A $5 + 5 + 6 + 6$
B $2 \times (5 + 6)$
C $5 + 6$
D 5×6

Go On

20 Simplify: $48 - 24 \div 2 \times 3 + 1$

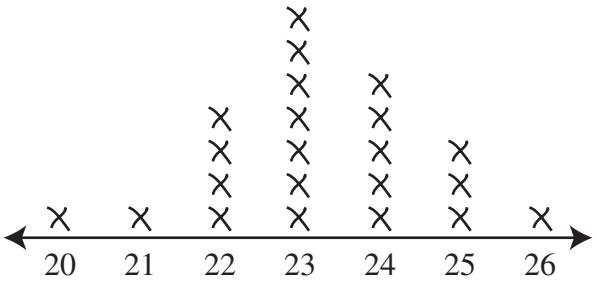
A 5
B 13
C 37
D 43

21 Which expression could be used to check the answer to $63 \div 7$?

A $63 + 7$
B 63×9
C $7 + 9$
D 7×9

22 Ms. Tonnie's students collected cans of food for a food drive. The line plot below shows the number of cans each student collected.

Canned Food Drive Collections



Number of Cans Collected

Key
X = 1 student

How many students collected exactly 24 cans?

A 5 students
B 9 students
C 13 students
D 18 students

Go On

23 Wesley made a rectangular flag that is 15 inches wide. The perimeter of the flag is 70 inches. What is the length of Wesley's flag?

A 10 inches
B 15 inches
C 18 inches
D 20 inches

24 Look at the inequality shown below.

$$n > 18 \div 3$$

In which set are **all** the numbers solutions of the inequality?

A {6, 5, 4, 3, 2, 1, 0}
B {18, 9, 6, 3, 2, 1}
C {21, 16, 10, 9, 7}
D {30, 24, 18, 12, 6}

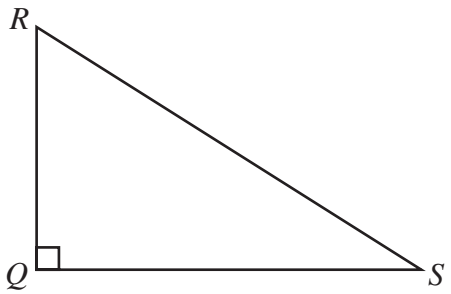
25 Joel is 1.67 meters tall. Ben is 1.87 meters tall. How many meters taller is Ben than Joel?

A 0.02 meter
B 0.08 meter
C 0.2 meter
D 0.8 meter

26 There are 60 students who plan to recycle newspapers for a fundraiser. Each student expects to recycle about 4 or 5 pounds of newspapers each week. Which is the **best** ESTIMATE of the number of pounds of newspapers all the students will recycle in 4 weeks?

A between 100 and 200 pounds
B between 250 and 300 pounds
C between 500 and 700 pounds
D between 940 and 1,200 pounds

27 In the drawing below, ΔRQS is a right triangle.

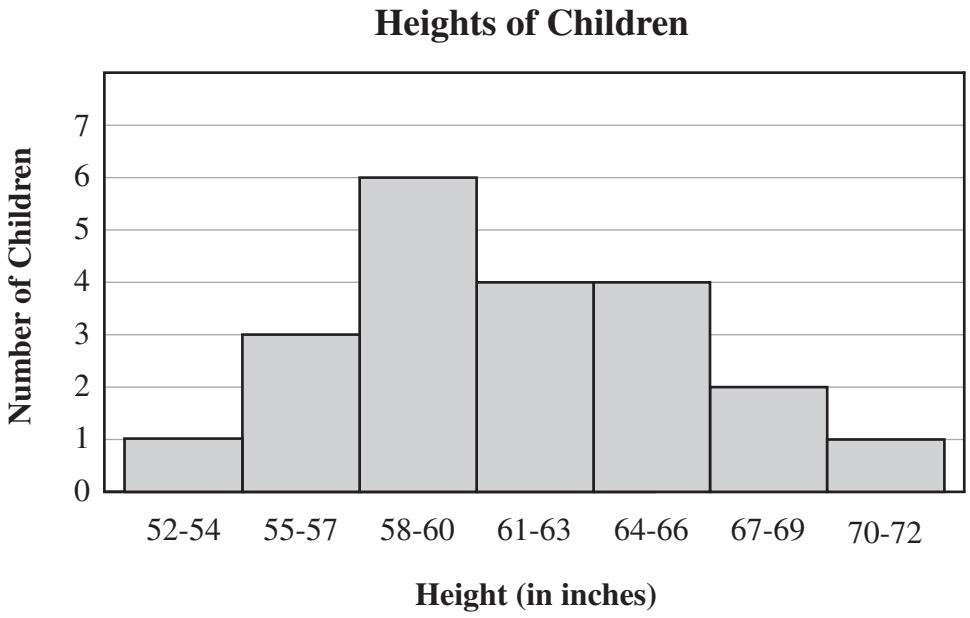


Which statement about an angle in ΔRQS must be true?

A $\angle QRS$ is a right angle.
B $\angle RSQ$ is an acute angle.
C $\angle RQS$ is an acute angle.
D $\angle QSR$ is an obtuse angle.

Go On

28 The histogram below represents the heights of 21 children. Each height is rounded to the nearest inch.



Another child, Jack, is 61 inches tall. Based on the histogram, which conclusion can be made about Jack's height compared to the heights of the other 21 children?

A Jack is taller than most of the other children.
B There are 11 other children who must be taller than Jack.
C Jack's height is among the heights of the 7 tallest children.
D There are 4 other children who could be the same height as Jack.

29 Teddi used small gray triangles and small white triangles to create a pattern. The first four figures in Teddi's pattern are shown below.

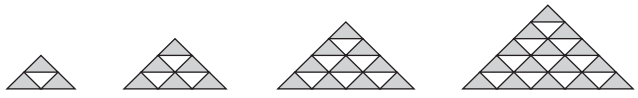


Figure 1 Figure 2 Figure 3 Figure 4

The pattern continues. How many gray triangles and white triangles are needed to make the next figure in Teddi's pattern?

A 15 gray triangles and 10 white triangles
B 18 gray triangles and 18 white triangles
C 21 gray triangles and 15 white triangles
D 28 gray triangles and 21 white triangles

Go On

Write your answer to Question 30 on a separate sheet of paper. Be sure to answer Parts A and B.

30 The table below shows the prices of some art supplies.

Art Supplies

Item	Price (per item)
Sketch pad	$2.50
Eraser	$0.80
Pencil	$0.30

A Ms. Jefferson bought 1 sketch pad. She paid with a $5 bill. How much money should she have left over from her $5 bill? Show or explain how you got your answer.

B Ms. Jefferson wants to buy 1 eraser and some pencils with the money she has left over. What is the **greatest** number of pencils she could buy? Show or explain how you got your answer.

31 Charlene has 48 ounces of pasta salad. One serving size is 6 ounces. Which number sentence could be used to find the number of servings (p) in Charlene's pasta salad?

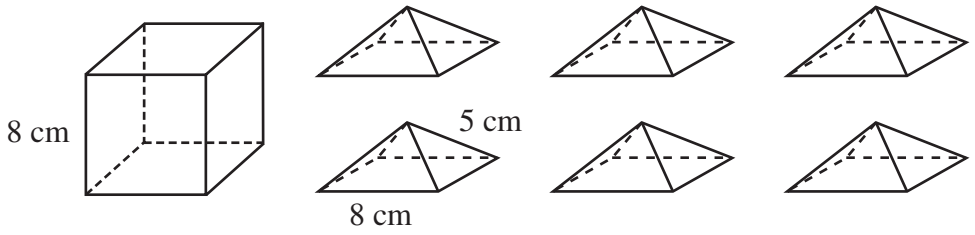
A $48 \div 6 = p$
B $48 \times 6 = p$
C $48 - 6 = p$
D $48 + 6 = p$

32 There are 38 bike racks at a playground. Each rack can hold 16 bikes. What is the total number of bikes that can be held in the bike racks at the playground?

A 608 bikes
B 468 bikes
C 266 bikes
D 176 bikes

Go On

33 Larry used construction paper to make a cube and 6 square pyramids. Each pyramid is the same size. The diagram below shows the cube and the 6 square pyramids.



Larry used the cube and the square pyramids to create a new figure. He glued the base of each pyramid to a different face on the cube, making sure the edges were aligned. What is the total number of faces on the new figure Larry created?

A 9 faces
B 11 faces
C 24 faces
D 30 faces

34 The stem-and-leaf plot below shows the number of sit-ups several students completed in 1 minute.

Number of Sit-ups

2	4 6 7 8 8 9
3	0 1 2 3 6 7
4	0 0 0 1 2 3

Key
3 | 0 = 30

What is the **mode** of the number of sit-ups completed by the students?

A 40 sit-ups
B 34 sit-ups
C 28 sit-ups
D 19 sit-ups

35 A store manager gave her first 35 customers a free water bottle. Each day the store manager gave away 5 water bottles more than she had given the day before. Which list shows the number of water bottles the store manager gave away each day for the first 5 days?

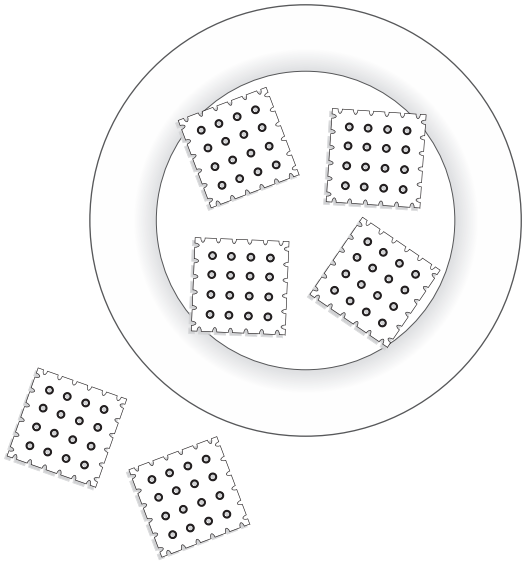
A 35, 39, 41, 47, 51
B 35, 40, 45, 50, 55
C 35, 42, 49, 56, 63
D 35, 45, 55, 65, 75

Go On

36 Elise practiced basketball for $\frac{3}{4}$ **hour**. How many **minutes** did Elise practice basketball? (1 hour = 60 minutes)

A 15 minutes
B 30 minutes
C 45 minutes
D 50 minutes

37 The diagram below shows that 2 crackers fell off Tammy's plate.



What fraction of the crackers were left on Tammy's plate?

A $\frac{4}{4}$

B $\frac{4}{6}$

C $\frac{2}{4}$

D $\frac{2}{6}$

38 The table below shows the number of snow cones sold at a snack stand each day for 4 days during a 5-day period.

Snow Cone Sales

Day	Number Sold
Monday	63
Tuesday	56
Wednesday	77
Thursday	128
Friday	?

The mean (average) number of snow cones sold per day during the 5-day period is 84 . What was the total number of snow cones sold on Friday?

A 77 snow cones
B 81 snow cones
C 84 snow cones
D 96 snow cones

Go On

39 Look at the inequality below.

$$25 + 15 < g$$

Which value of g makes the inequality true?

A 15
B 25
C 40
D 50

40 The diagram below shows the front view of a piece of furniture with four equal-sized drawers. In the diagram, rectangle *RSTV* surrounds the top two drawers, and rectangle *WXYZ* surrounds the bottom drawer.

Which statement **best** describes the relationship between rectangle *RSTV* and rectangle *WXYZ* ?

A Rectangle *RSTV* is not similar to rectangle *WXYZ*.
B Rectangle *RSTV* is a reduction of rectangle *WXYZ*.
C Rectangle *RSTV* is similar and congruent to rectangle *WXYZ*.
D Rectangle *RSTV* is similar but not congruent to rectangle *WXYZ*.

Go On

You may want to go back and check your answers or answer questions you did not complete.

Nevada
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GRADE
5

Nevada

Appendix I

Scoring Support Materials

Grade 5

MATHEMATICS

Correct Answers for Multiple-choice Items

Item Number	Correct Answer	Content Cluster	Ability Level
1	D	C3	A1
2	A	C4	A2
3	C	C1	A3
4	B	C2	A2
5	C	C3	A2
6	A	C1	A1
7	B	C4	A3
8	D	C3	A1
9	A	C2	A1
10	*	C1	A3
11	C	C3	A2
12	C	C4	A2
13	D	C2	A3
14	C	C1	A3
15	B	C3	A1
16	B	C4	A3
17	D	C1	A2
18	B	C2	A1
19	D	C3	A2
20	B	C1	A2

Item Number	Correct Answer	Content Cluster	Ability Level
21	D	C1	A1
22	A	C4	A1
23	D	C3	A3
24	C	C2	A2
25	C	C1	A3
26	D	C1	A3
27	B	C3	A1
28	D	C4	A3
29	C	C2	A2
30	*	C3	A3
31	A	C2	A1
32	A	C1	A2
33	C	C3	A3
34	A	C4	A2
35	B	C2	A2
36	C	C3	A3
37	B	C1	A1
38	D	C4	A3
39	D	C2	A2
40	A	C3	A1

*Indicates a written-response item. See the following pages for the rubrics and examples of responses.

Detailed objectives for Content Standards and Ability Levels can be found on the Nevada Department of Education Website.

Question: 10

Score	Description
3	Student scores 3 points.
2	Student scores 2 – 2.5 points.
1	Student scores 0.5 – 1.5 points.
0	Student's response provides insufficient evidence of appropriate skills or knowledge to successfully accomplish the task.
Blank	No student response.

Description of Score Points:

Part A:

score 1.5 points — correct answer with correct work or correct explanation

OR

score 1.0 point — correct answer with incomplete work or incomplete explanation

OR

incorrect answer due to calculation error, with complete work or explanation

OR

score 0.5 point — correct answer with no work or explanation

OR

some correct procedure

OR

vague explanation only

Part B:

score 1.5 points — correct answer with correct work or correct explanation

OR

score 1.0 point — correct answer with incomplete work or incomplete explanation

OR

incorrect answer due to calculation error, with complete work or explanation

OR

score 0.5 point — correct answer with no work or explanation

OR

some correct procedure

OR

vague explanation only

Question: 10 (continued)

Sample 3-Point Answer:

Part A: 6 (balloons) $72 \div 12 = 6$ **or equivalent work**

OR

Sample explanation:
I divided the total number of balloons (72) by the number of different colors (12) to get 6 balloons of each color.

Part B: $61.20

$$\begin{array}{r} {\scriptstyle 1\ \ \ } \\ {\scriptstyle 1\ \ \ } \\ 72 \\ \times 0.85 \\ \hline {\scriptstyle 1\ \ \ } \\ 360 \\ {\scriptstyle 1\ \ \ } \\ 5760 \\ \hline 61.20 \end{array}$$

or equivalent work

OR

Sample explanation:
I multiplied the total number of balloons (72) by the cost of each balloon ($0.85) to get $61.20 for my answer.

Question: 30

Score	Description
3	Student scores 3 points.
2	Student scores 2 – 2.5 points.
1	Student scores 0.5 – 1.5 points.
0	Student's response provides insufficient evidence of appropriate skills or knowledge to successfully accomplish the task.
Blank	No student response.

Description of Score Points:

Part A:	score 1.0 point	correct answer with correct work or correct explanation
	OR	
	score 0.5 point	correct answer with incomplete or no work or explanation **OR** some correct procedure **OR** vague explanation only
Part B:	score 2.0 points	correct answer (based on answer to **Part A**) with correct work or correct explanation
	OR	
	score 1.5 points	correct answer with incomplete work or incomplete explanation
	OR	
	score 1.0 point	correct answer with no work or explanation **OR** incorrect answer due to calculation error, with complete work or explanation
	OR	
	score 0.5 point	some correct procedure **OR** vague explanation only

Question: 30 (continued)

Sample 3-Point Answer:

Part A: $2.50

$$\begin{array}{r} {\scriptstyle 4}\\ \$5.{\scriptstyle 1}00 \\ -2.\ 50 \\ \hline 2.\ 50 \end{array}$$

OR

Sample explanation:
I subtracted the cost of 1 sketch pad ($2.50) from $5.00 to come up with my answer of $2.50.

Part B: 5 (pencils)

$$\begin{array}{r} {\scriptstyle 1}\\ \$2.{\scriptstyle 1}50 \\ -\$0\ .80 \\ \hline \$1\ .70 \end{array}$$

$\$0.30 + \$0.30 + \$0.30 + \$0.30 + \$0.30 = \$1.50$
Therefore, 5 pencils with $0.20 left over ($1.70 – $1.50 = $0.20)

OR

Sample explanation:
First, I subtracted the cost of 1 eraser ($0.80) from the amount of money Ms. Jefferson has left over ($2.50) to get $1.70 as the amount of money that she can spend on pencils. Next, I added the cost of 1 pencil ($0.30) 5 times until I got to $1.50. I stopped at $1.50 because adding $0.30 to $1.50 equals $1.80, which is more than $1.70. Therefore, the greatest number of pencils Ms. Jefferson can buy is 5.

Nevada
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5

Nevada

Appendix II

Administrative Support Materials

Grade 5

MATHEMATICS

Name: _____

Answer Document

Mathematics

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10. Written Response				
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
17.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
19.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
20.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

21.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
22.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
23.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
24.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
25.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
26.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
27.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
28.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
29.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
30. Written Response				
31.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
32.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
33.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
34.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
35.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
36.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
37.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
38.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
39.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
40.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

WRITTEN RESPONSE
MATHEMATICS

DO NOT WRITE IN THIS SPACE

DO NOT WRITE IN THIS SPACE

STOP

WRITTEN RESPONSE
MATHEMATICS

DO NOT WRITE IN THIS SPACE

DO NOT WRITE IN THIS SPACE

STOP

Nevada Department of Education

GRADE

5

Keith W. Rheault
Superintendent of Public Instruction

Office of Assessment, Program Accountability, and Curriculum
775-687-9188

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